

## Possible Data Sources for Collegial Inquiry

Data Source	Will it provide the information we need?	Is it possible to collect without disrupting teaching or learning?	Will it be manageable?
<b>Anecdotal Records</b> Written descriptions of events, often about what a person says or does in a specific situation. Notes may include a description of events that precede and follow the specific event.			
<b>Documents</b> Tangible data sources that may represent student or adult learning, school processes or performance, or district processes or performance. Examples include samples of student work, teacher lessons, curriculum maps, letters, memos, policies, and teacher- or school-made tests.			
<b>Learning Journals</b> Personal accounts of learning usually kept on a regular basis. They may contain questions, insights, new thinking, feelings, or reactions. These capture the changing thinking of individuals and can be an important data source for a group.			

## Identifying Data Sources for Collegial Inquiry

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<b>Logs</b> A record of the number and durations of specific actions or events over time, typically organized with respect to time. Examples include a log of referrals to the principal or a log of who asks questions in a classroom during a week of lessons.			
<b>Observation Notes</b> A record of a person's observations during an event or series of events.			
<b>Portfolios</b> Purposeful collections of materials that include the keeper's reflections on the artifacts included.			
<b>Questionnaires</b> Written questions requiring written responses. Questions can be open-ended (asking for information in the respondent's own words) or closed (asking the respondent to choose a response from a list).			
<b>Interviews</b> One-on-one conversations that can be recorded through note taking or tape.			
<b>Audio Recordings</b> Tape or digital audio records of conferences, meetings, discussions, or lessons.			

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<b>Video Recordings</b> Can capture many types of events, such as lessons, group performances, or processes, and allow for careful analysis later.			
<b>Photographs and Slides</b> Can capture work that is too large to hold and share easily. Can be analyzed later and described carefully.			

Source: Summarized from *The Action Research Planner* (3rd ed.), by S. Kemmis and R. McTaggart (Eds.), 1988, Warrn Ponds, Australia: Deakin University Press.